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NUMBER

THE JUNIOR HIGH CLEARING HOUSE

Volume III

NOVEMBER, 1928

Number 5

SPECIAL FEATURES THIS MONTH—Pupil Adjustments; Junior High Schools of the United States; Lebanon, Pennsylvania, Home Rooms and Senior High Clubs; Allentown and Reading, Pa., Junior High Schools.

SPECIAL FEATURES NEXT MONTH—Preparation for Junior High Career, James M. Glass; Changing Core Curriculum, P. W. L. Cox; Denver Plan of Giving "Letters".

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PUBLISHED BY
THE JUNIOR HIGH CLEARING HOUSE
EIGHT TIMES A YEAR
EXCLUDING THE SUMMER MONTHS
AT LEBANON, PENNSYLVANIA
—
S. O. ROREM, MANAGER AND EDITOR
SUPERINTENDENT OF SCHOOLS
LEBANON, PA.

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Postoffice at Lebanon, Pennsylvania,
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The Junior High Clearing House

Here stands Bulletin Number Five. It tells some specific tales concerning home rooms, senior high club activities and many other interesting findings of Junior-Senior High School people.

We already have a good supply of studies ready for Bulletin Six, January, 1929. If your contribution is ready, send it along as soon as possible. There will be eight bulletins, and possibly a ninth and tenth without additional cost to members.

The delay in the appearance of this bulletin was due to a combination of circumstances which will not change by explanation of them at this time. Bulletin Six will appear in January.

A complete bibliography is being compiled to include all possible published books and articles dealing with Junior High Schools during calendar year 1928. This is an additional service supplied to our member-readers.

The State of Pennsylvania, through its State Educational Association President, Joseph P. Noonan, has created a committee to study the Junior High Schools of the State. Supt. Miton D. Proctor, of Uniontown, Pa., has been appointed Chairman of the General Committee. A sub-committee has been appointed by Superintendent Proctor to determine the status of the Junior High school within the state and to study the basic philosophy of the junior high schools operating within the state. The editor, as chairman of that sub-committee, promises a report of that important investigation in a subsequent bulletin.

Many friends of the Clearing House have already asked in person or by mail: "Will you continue the **Clearing House** next year?" In every case the answer has been negative. From the beginning the policy has been to issue it as a symposium of junior high activity "at intervals". It is not intended as a magazine. It is distinctly a professional service undertaken as labor of concern in behalf of our floundering efforts to deal with adolescent boys and girls. In 1920, in 1923, and now in 1928, the object has been only to supply junior high school people with a few hundred pages of fresh, vital activity, carried on throughout the nation. To that extent, the editor considers that it has each time fulfilled its mission.

At the end of this school year it will again hibernate — perhaps forever. However, any group of school men willing to perpetuate it may have the good will, glory, and "perspiration", which the project implies, by dealing with the editor directly. On the other hand he will give all necessary assistance, temporary or permanent, to smooth the rough highway of circulation establishment and distribution. You may be glad to know that the Clearing House is not "without honor in its own country". Lebanon alone has supplied thirty-seven memberships; Pennsylvania has supplied 227 memberships; New York State has supplied 179 memberships.

Memberships go to forty-three states of the Union and two memberships go to Hawaii. To our friends of former Volumes I and II is due the credit for our unprecedented success. They are still sending us groups of ten or more

THE JUNIOR HIGH CLEARING HOUSE

memberships from their friends who have seen their copies of bulletins One to Four.

Another dozen group memberships (10 or more at \$1.60 each) can be delivered from the supply of complete sets at hand. Single sets can still be supplied at the regular rate of \$2.00 for the eight bulletins.

SCIENCE TEXT BOOKS

Text books will be listed in succeeding bulletins in the order previously announced.

Allyn and Bacon, Boston, Mass. List
 Our Environment: Its Relation to Us, (9) Wood and Carpenter..... Price not stated
 Our Environment: How We Use and Control It; (9) Wood and Carpenter.... 1.80
 Our Environment: How We Adapt to It, (9) Wood and Carpenter. Price not stated
American Book Co., New York. List
 Essentials of Geography (revised) Second Book. Brigham-McFarlane..... 1.96
 Elementary Economic Geography, 7-8, Dryer..... 1.48
 Industrial Geography, 8, Whitbeck..... 1.72
 New Introduction to Science, Clark..... 1.48
 Civic Science in Home and Community, 8-9, Hunter-Whitman..... 1.60
 New Essentials of Biology, 9, Hunter..... 1.68
D. Appleton Co., New York. List
 Europe and British Isles, 7, Fairgrieve-Young..... 1.20
 An Introduction to Agriculture, 8, Upham-Schmidt..... 1.20
 Early Steps in Science, 9, Webb-Didcott..... 1.68
 Introduction to Physical Geography, Gilbert-Brigham..... 1.80
Ginn and Company, Boston, Mass. List
 Geographical and Industrial Studies, 7-8, Allen, six volumes by continents... .92 to 1.12
 New Geography, Book Two, 7-8, Frye-Atwood..... 2.00
 Commercial and Industrial Geography, 8, Keller and Bishop..... 1.28
 Health and Good Citizenship, 7, Andress and Evans..... 1.08
 Elements of General Science, 9, Caldwell and Eikenberry..... 1.68
 Open Doors to Science, 7, Caldwell and Meier..... 1.00
 First Science Book, 7, Higgins..... .96
 Physiology, Hygiene, and Sanitation, 7-8, Jewett..... .72
Houghton, Mifflin & Co., Boston, Mass. List
 The Science of Every Day Life, 9, Van-Buskirk and Smith.
 Every Day Science Projects, 7-8, Smith.

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| New Hand Book of Health, 7-8, Woods Hutchinson..... | .96 |
| Iroquois Publishing Co., Syracuse, N. Y. List Our Surroundings, 9, Clement-Collister-Thurston. | |
| J. B. Lippincott Co., Philadelphia. List Science for Boys and Girls, 7-8, Nichols.... 1.20 Good Neighbors, 7-8, Haviland..... .96 | |
| Longmans, Green and Co., New York. List Elementary Physiography, 8-9, Thornton 1.50 A Primary Physical Geography, 8, Thornton..... 1.20 | |
| MacMillan Company, New York. List Advanced Geography, McMurry-Parkins, Book I, 7,..... 1.12 Book II, 8,..... 1.12 | |
| Nature Study and Science, 7-8, Trafton.... 1.20 The Body in Health, 7, O'Shea-Kellogg..... .96 Lancelot..... 1.20 | |
| Health and Efficiency, 8, O'Shea-Kellogg..... .96 Nations as Neighbors, Packard-Sinnott, 7-8,..... 2.00 | |
| Science of Home and Community, 9, Trafton..... 1.60 | |
| Chas. E. Merrill Co., New York. List Healthy Living, Book Two, 7-8, Winslow 1.00 | |
| Noble and Noble, New York. List New Physical Geography, Houston and Hughes..... 1.80 | |
| The Case System of Hygiene, Three Books, Haight, ea..... .90 | |
| Oxford University Press, New York. List How Our Bodies are Made, 8, Wilson..... 1.75 The World and Its Discovery, 7, Wetherill 1.20 Nature Study, 9, Patton..... .85 North America, 7, Matheson..... .85 | |
| Rand McNally and Co., Chicago. List Advanced Geography, Dodge..... 1.80 Numerous State Geographies, Dodge 50c to 1.00 | |
| Regents Publishing Co., New York. List The Blue Book of Geography, 7-8, Fichandler..... .50 | |
| Row, Peterson and Co., Evanston, Ill. List Studies in Science, 7-8, Patterson..... 1.20 A Year in Agriculture, 9, Nolan..... 1.40 | |
| Benj. H. Sanborn and Co., Chicago. List The First Year of Science, 9, Hessler. Junior Science, Hessler. | |
| Charles Scribner's Sons, New York. List Agriculture for Common Schools, Fisher-Cotton..... 1.48 | |
| Scott, Foreman and Co., Chicago. List Every Day Problems in Science, 9, Pieper and Beauchamp..... 1.60 | |
| The University Publishing Co., Lincoln, Neb. List New Elementary Agriculture, Messey, Swezey, Smith, Thatcher..... 1.08 | |
| John C. Winston Co., Philadelphia, Pa. List Human Geography, 7-8, Smith Book II.... 1.72 | |
| World Book Co., Yonkers, N. Y. List Modern Business Geography, 7-8, Huntington-Cushing..... 1.96 | |
| Science for Beginners, 7-8, Fall..... 1.56 | |
| Trees, Stars and Birds, 7-9, Moseley..... 1.80 | |
| Common Science, 7-8, Washburne..... 1.56 | |
| Webb Book Pub. Co., Saint Paul, Minn. List Nature in Agriculture, Conway-Kauffman- | |

PUPIL-ADJUSTMENTS AND THE CLASS-ROOM TEACHER

PHILIP W. L. COX, PROFESSOR OF SECONDARY EDUCATION, NEW YORK UNIVERSITY

The Cheshire Cat was directing Alice to the home of The Mad Hatter, you recall, when Alice replied, "But I don't want to go among mad people." "O, you can't help that," replied the Cheshire Cat, "we're all mad here. I'm mad. You're mad." Sometimes secondary education is so irrational that everyone concerned with it seems to be a little mad.

In practice, school education consists of subject-getting; "success", as indicated by promotions and diplomas, is based on subject-learning. In conventional practice the curriculum is the end of education, not a means of attaining objectives. We cannot do the educational job by subject-teaching; if it is to be done, a new instrument must be utilized.

The most direct attack on the problem of promoting immediate and ultimate goals of education is through the stimulation of the pupils to set up objectives which are for them dynamic and worthwhile. The boy who desires to become a pitcher or to debate, or to be elected to office, and the girl who paints mural decorations or engages in student dramatics, or is interested in contemporary poetry, are educating themselves under guidance and with approval of their faculty associates. The success which rewards the efforts to attain such objectives is inherent in the objectives themselves; it assures whole-hearted purposeful effort, wholesome growth, and it promotes the integration of the pupil's personality.

The theme of this paper is not new, but it requires endless repetitions and

re-statements. It is in direct conflict with our conventional teaching practices, with our vested interests in subject-teaching, and with the whole European academic tradition which has gained such a foothold in America. Hence, we always look on the program of self-realization as new, startling, and dangerous.

The theses to be set up are at least as old as Plato. They are fundamentals in the philosophies of Pestalozzi, Grundtvig, and Dewey. And they are the immediate corollaries of social democracy. These theses follow:

1. Education consists in helping pupils to set up objectives which are for them dynamic, reasonable and worthwhile, and in helping them, in so far as possible, to attain these objectives.

2. The major fields in which such objectives are found to be most effective are (1) health, (2) vocation, (3) avocation, (4) education, and (5) wholesome human relationships.

3. The advisement and guidance of the pupil's self-adjustment constitutes the whole of **true education**; for education takes place within the child.

4. Desirable self-adjustment under guidance is probable only when pupil-controlled activities are promoted and only when there are alternative choices to be made by the pupils.

5. Social evolution is now so rapid and apparently contradictory that pupil self-adjustment is of paramount importance in all schools for adolescent children.

If these theses are sound, it is obvi-

ous that major educational responsibility of the class-room teacher is not to cover the syllabus or to develop conventional skills but to help boys and girls to grow in right ways through the progressive attainment of objectives which they themselves have set up. One wants to learn to play the cornet well enough to be accepted in the orchestra. Another wants to report to the class on the wood-structure of the gymnosperms. A third can demonstrate an unusual proof of a geometry proposition. A fourth would like to build a plant-box for his mother. A fifth would improve his speech, dress, and manners in order to feel more comfortable among his fellows. A sixth desires to edit the school prayer. A seventh wishes to study more effectively. And so on. The list is endless. Each individual pupil has many and diverse aspirations, some of which would be very significant for his education if the high school were only set up so as to take advantage of them.

The High School fits admirably into the needs of the practical administrator. It furnishes him counters and objective data on which to base salaries and promotions. Miss A is hired to teach five classes of Latin; Mr. B is engaged to teach history; Miss C is expected to teach stenography. Their success is too frequently measured by the knowledge and skill attained at the end of the year by those pupils who survive. Seldom does one ask what becomes of the pupils who drop out or who grow only in their dislike of school and of formal education, and in docility or cynicism. Not often is the school conscious of the loss of precious enthusiasm and initiative and joy and self-confidence of which society is robbed by our subject-mastering school procedures.

The loss to society is not so great as it might be if society were really dependent on the school program of studies for the education of its youth. As a matter of fact, however, the pupil's out-of-school life is a much more significant control of behavior and attitudes and growth than school studies are. In few science classes or English classes do pupils really live and respond as vigorously and spontaneously as they do in their homes and "gangs", in church and in the dance-hall, at the theatre and at the sea-shore, or while reading or singing or flirting or tramping. If modern youths revolt against the stupid imposition of conventional practices within and without the school, they are following a sound instinct. And the protest will result in better schools and more intelligent practices than are now typified by our conventional glorification of docility, ignorance, and social taboos, in school and out.

In this connection, the following statement from a student of the central High School, Springfield, Mass., may be of interest:

"Every day we see standards changing. People do and are praised for things we believed were considered wrong. In the newspapers we read long lists of couples desirous of divorce. In the books we read, serious subjects are discussed very frankly and daringly, and often the author's viewpoint is radically different from what we considered right. Even in people's conversation we notice this breaking down of moral tone. To a young person this is very upsetting and confusing. The question arises as to what is right and what is wrong, and how are we to judge. Another thing which is very vague and indeed of which few of us are

aware is our social responsibility. Most of us do not know that we owe something to the world. We are out for our own pleasure and the gratification of our own desires, to be gained by doing as little work as possible and by imposing heavy burdens upon our parents or presuming upon other people's generosity. On the subject of vocational training we have been cruelly neglected by both our parents and the school. We are allowed to drift through high school without a thought given to our future vocations. Then suddenly we are expected to seek positions when we are fitted in no particular direction. Then begins the mad search for a vocation, the vain regrets, the unsettled feeling of unpreparedness." (1)

Obviously the school cannot compass the whole of youth's education. The school can, however, perform a very real directive function. It can reinforce, guide, and direct many of the activities of pupils both within the school and in relation to other educational activities outside the school. But if it is to perform this function adequately, it must reproduce within itself situations typical of a purified and idealized social life.

The burden and responsibility for advising and guiding pupils in making their educational, avocational, vocational, hygienic, and emotional adjustments, falls primarily on the home-room and class-room teachers. Guidance and advisement are subtle and personal; the need for them occurs in the midst of active living situations. The humane

teacher may have a very real share in many, perhaps most, of the school learning situations of the child. The teacher needs only to seize upon the opportunities already furnished through her intimate contacts to use purposefully the tools which are now furnished or may be furnished by the school. "The essential principle of education", said Pestalozzi, "is not teaching; it is love".

The plea on the part of the young people in school and in industry for sympathy and understanding is made in no uncertain terms and demands a hearing and consideration. One senior in high school has written:

"As I think back upon the time spent with individual teachers and the acquaintanceship with each, I realize what strangers they are to me. They devote their time and energy to our needs and I know that they are doing to the best of their ability for us but I think that there should be a greater understanding between pupil and teacher. Perhaps this is impossible as the number of pupils is so great, but it seems that they should be brought together in some manner other than in the class rooms and learn that after all teachers are human beings and enjoy the same things we students do. I think that if this could be arranged greater enthusiasm might be aroused." (1)

Where there are guidance specialists, counsellors, class guides, deans, and the like, they may stimulate, assist, and check-up the teachers in planning and performing guidance activities and give expert help when necessary. But they can have little immediate contact in the

(1) Sixth Yearbook, Dept. of Superintendence, National Education Association, 1928. "Section on 'Needs of the Adolescent'."

(1) Sixth Yearbook, Department of Superintendence, National Education Association, 1928. Section on "Needs of the Adolescent".

purposeful activities wherein decisions must be made by children; hence, their guidance is generally abstract and only occasionally of real significance.

A research and measurement program within the school is of significance, and adequate cumulative records are essential. But these do not in themselves constitute advisement or adjustment. And they must not be confused with it.

Boys and girls can best be helped to grow in right ways by teacher-partners or teacher-sponsors in connection with (1) home-room groups, (2) with clubs and teams, (3) with athletic activities and recreation, (4) with assemblies, dramatics, and pageants, (5) with cooperative undertakings for the improvement of the school, and (6) with the encouragement and exploitation of special creative talents in art, music, dancing, poetry, journalism, and the like. These divisions overlap, of course; indeed, the newer curriculum is characterized occasionally by meaningful and joyful and spontaneous undertakings. In the older subjects of the senior high school, however, it is a heart-breaking and too often a futile struggle to accomplish more than an artificial motivation—but a Latin assembly or an algebra exhibit may furnish real opportunities for effective adjustments.

Pupil Adjustment Through Home-room Activities

By far the most hopeful of the new-ed instruments of adjustment, however, is the home-room group under the sponsorship of a class-room teacher to whom is given enough time (and, perhaps, additional compensation) to perform the functions of guide, philosopher, and friend. In this brief paper it is necessary to limit myself to this single instrument and to deal with it in some-

what dogmatic fashion. The home-room advisory section is a face-to-face, primary group, a gang—more accurately the raw materials of a dozen gangs. And the teacher-adviser is potentially a member and a sponsor for every one of them. Adviser and school environment set up nicely calculated sequences of problems and challenges and obstacles and successes. In some aspect of its program every child will participate with all his heart and soul and mind and strength. About such a control purpose, his personality is integrated and his self-expression blossoms.

Propinquity and challenges result in common purposes and common undertakings. These involve cooperation and competitions for leadership or for recognition. Out of the resultant conflicts come group disciplines and group approvals. These social behaviors and social controls are typical of and similar to the conditions of life. Leading and following are both good fun, and the accompanying emotional states of elation and subjection are both enjoyable and satisfying.

Occasionally, however, the unsuccessful aspirant for office or other recognition may not accept defeat readily. He may be very unhappy if thwarted too often, and either distrust his own abilities and so cease to aspire, or become sullen, anti-social, or an agitator for disharmony. Treatment of the pathological cases is difficult and frequently unsuccessful.

The best way to overcome this dis-satisfying condition is not to let it happen. If in the early days of the group's career, sufficiently varied group-undertakings are promoted to make it probable that all of the more vigorous social leaders will find self-expression, such thwartings need never occur.

Challenges, "races," and competitions assure eager participation in such group activities. In athletics, in getting sub-

scribers for the school paper, in arranging an assembly program, in preparing "thrift-talks", in securing promptness, and in other similar contests wherein several advisory groups are joined in good-natured competition, there is room for every ambitious boy and girl to find a place of leadership. The groups come to look to one pupil for leadership in athletics, to another in journalism, to another in dramatics, to a fourth in the drive for promptness, and to a fifth, sixth, and seventh in other group undertakings.

In its narrower sense a "gang" gangs for a specific purpose. An informal and incoherent group becomes socially conscious when challenged by a common purpose. In this narrow sense of the word, the home-room group is one gang for purposes of organizing an athletic team, and a quite different gang when it undertakes to reduce tardiness to a minimum, or to carry through an assembly program.

As the advisory work progresses, the sponsor promotes the desire for other undertakings of such nature as to give even the shyest or socially least competent pupil his chance to gain recognition, and even to exercise a brief but successful leadership. This is a fundamental duty of the adviser.

In the home-room group, it is desirable that, as rapidly as possible and as gradually as necessary, motives for cooperative and competitive endeavors within the group itself be promoted. The transition from inter-group activities to intra-group cooperations and competitions should be begun as soon as it seems probable that there is sufficient group consciousness to make the attempt reasonably successful.

It is easier to act worthily than it is to think about such abstract virtues as

loyalty, trustworthiness, and the like; hence, the publishing of a home-room newspaper (a single copy for the bulletin board is sufficient) or giving an after-school party or preparing an assembly or cleaning up the locker room serves to promote behavior-adjustments of several desirable kinds.

There is promoted the search for and recognition of abilities and willingnesses on the part of the pupils; proposals frequently conflict and their sponsors must face the need for modifying them; groups within the room urge conflicting schemes which are checked up not only by their feasibility and inherent desirability but also by the social enthusiasm that they arouse; leaders emerge and so do their rivals; political control may develop and it may be challenged.

New resources in pupil experiences and special abilities are constantly sought after. The child who plays a violin, the one who has been to Europe, the one whose father is a city official, the one who can "do tricks", the one who has become an "Eagle Scout", the stamp-collector, and the gymnast are all in demand on one occasion or another.

Group-consciousness must be expanded, however. The child serves the group, and child and group serve the school. The individuals identify themselves with the group's ideals and achievements, and the school accomplishments of each member may affect wholesomely the attitudes of every other member of the advisory group.

As an example of such a group's pride, the following quotation from the comments of the spokesman for a group of dull-normal, over-aged boys who had been transferred to the ninth grade may be cited:

"It was a few days after the beginning of the fall term, when all the pupils were wondering who was to be their new adviser, and whether we were going to get a teacher that was willing to make us happy and make things like home. We felt like people at a circus, who take a chance on a raffling machine that costs twenty-five cents a shot, and who had their lamps focused on the prize in the rear of the tent, and who were wondering whether they would win or not. They didn't know, but they took a chance. Well, that is the way we felt before the opening of the present term, when a certain few boys were taken from one group, put into another, still another, and at last we found ourselves in Miss Jones's room, with thirty-five good fellows.

"All of us boys were happy as heck. Our adviser, Miss Jones suggested the name, Blewett Braves. It was unanimously adopted. It sounds weird, doesn't it? Of the big groups of thirty-six boys, nearly every one has some office in the school. Some of the guys have more than their share and have as high as four offices. We have the Captain and the Corridor Officers, the four Lieutenants, one Sergeant, and eleven Corporals. We have the president and the vice-president of the ninth grade and two representatives to the cabinet. Also we possess thirteen members of the "B" council, three lunch-room cashiers, and two servers. Another feather in our cap is the barn dance we gave, in which eighty members of the ninth grade, faculty and pupils, took part. It was a success that put the Blewett

Braves on the map Well, you've heard all about us. Our wigwam is 108." (1)

To know what each pupil can contribute, to get him to desire to do it, to set the stage so that his effort may be successful to the extent that he makes earnest effort—in a word, to replace the conditions that repress by conditions that encourage expression with satisfaction—this requires great resource and true teaching and advisement. It is of utmost importance, however, and it does work in practice. (2)

This is no small accomplishment. It is more significant than correcting English usage, more important than history dates or even than intellectual problem-solving. It may result in the child's discovery of, if not in the saving of, his soul. Freed of emotional conflicts and repression, calm and confident within the limits of his ability, each one goes about his daily work, in school and out, knowing from happy experience that in some capacity his contribution is unique and is needed by his fellows, and that to the extent that he puts forth earnest effort some measure of success will result.

All of this he knows, not as information, but rather as a behavior complex. He walks with head higher and shoulders more erect because his conscious self and his biological self are in accord. He is encouraged to live a life of positive action that satisfies his unconscious self.

(1) COX, P. W. L.: *Creative School Control*. J. B. Lippincott Co., 1927, p. 58.

(2) Even relatively mediocre teachers are frequently—one might almost say generally—caught up in the friendly and joyful spirit of the groups. Such "conversions" require administrative finesse, of course. It requires a "big brother" and "big sister" type of cooperative supervision. It requires decentralization of responsibility and creative leadership. It requires that the principle himself become adviser and sponsor to a faculty "advisory group, —a faculty "gang".

The truth of the following paragraphs from Samuel Butler's, *The Way of All Flesh* written over a half-century ago, must now be apparent. Speaking of the boy, Ernest, shortly after entering Roughborough School at about thirteen, he continues: "The dumb Ernest persuaded with inarticulate feelings too swift and sure to be translated into such debatable things as words, but practically insisted as follows—

"Growing is not the easy, plain sailing business that it is commonly supposed to be: it is hard work—harder than any but a growing boy can understand; it requires attention, and you are not strong enough to attend to your bodily growth, and to your lessons too. Never learn anything until you find you have been made uncomfortable for a good long while by not knowing it; when you find that you will have occasion for it shortly, the sooner you learn it the better, but till then spend your time in growing bone and muscle; these will be much more useful to you than Latin and Greek, nor will you ever be able to make them if you do not do so now, whereas Latin and Greek can be acquired at any time by those who want them.

"You are surrounded on every side by lies which would deceive even the elect, . . . the self of which you are conscious, your reasoning and reflecting self, will believe these lies and bid you act in accordance with them. This conscious self of yours, Ernest, is a prig begotten of prigs, and trained in priggishness; I will not allow it to shape your actions, . . . Obey me, your true self, and things will go tolerably well with you, but only listen to that outward and visible old husk of yours which is called your father, and I will rend

you in pieces even unto the third and fourth generation as one who has hated God; for I, Ernest, am the God who made you." (1)

The junior high school has discovered what all socially significant institutions must discover, that stubbornness and perverseness were given by nature for a purpose. It is an assertion of self-respect, "an unwritten insurance policy against slavery". Not mandates but motives, guidance, and sponsorship are the means by which behavior-adjustments may best be obtained.

Let me close by repeating my five theses:

1. Education consists in helping pupils to set up objectives which are for them dynamic, reasonable, and worthwhile, and in helping them, in so far as possible, to attain these objectives.

2. The major fields in which such objectives are found to be most effective are (1) health, (2) vocation, (3) avocation, (4) education, and (5) wholesome human relationships.

3. The advisement and guidance of the pupil's self-adjustment constitutes the whole of true education; for education takes place within the child.

4. Desirable self-adjustment under guidance is probable only when pupil-controlled activities are promoted and only when there are alternative choices to be made by the pupils.

5. Social evolution is now so rapid and apparently contradictory that pupil self-adjustment is of paramount importance in all schools for adolescent children.

(1) Butler, Samuel: *The Way of all Flesh*. Boni & Liveright. Modern Library, p. 130.

The individual child is the end of the creative social process, and the school must not utilize the child to promote a smooth running school machine. Rather should the school utilize the school institution to promote purposeful socialized activities and unique but in-

tegrated personalities of the pupils. If the pupils of Miss Smith, instead of selling tickets to the school entertainment in order to "beat Miss Robinson's group, do so in order to serve the school, then intergroup cooperations are promoted. Such cooperations are promoted by the introduction of concrete motives such as a parade, a parents' night, a Red Cross roll-call. Later, less dramatic motives, such as the care of the school grounds, decrease of tardiness, traffic problems, library equipment, and lunch-room conduct may call for representatives from the home-room to meet in informal council. Such a council will legislate regarding plans, ideas, conflicts, etc.; it will seldom interfere with behavior-adjustments by vote.

Under such conditions the only competitions between home-room groups is to discover "who best can serve the state." It is, indeed, not unpleasant to

be defeated in such a competition if one is satisfied that the better plan won. All members of the home-room groups may not be convinced, of course, but if school welfare is uppermost, the lessons of representative government for the decision and execution of social policies are thus learned. Whether or not pupils agree with decisions of council or administrators, their behavior will be affected rather by the interaction of the school-morale and the habits and attitudes promoted by their home-room groups.

For in the home-room, life is abundant and most unrestrained, eagerness and joy abound, and success attends all earnest efforts. Here it is easy and "natural to behave in socially desirable and self-satisfying ways—indeed whatever is self-satisfying is also socially desirable. It is an embryonic typical community, a purified and idealized democratic society.

FUNCTIONS AND FEATURES OF JUNIOR HIGH SCHOOLS

C. F. SEIDEL, SUPERVISOR OF JUNIOR HIGH SCHOOLS, ALLENTOWN, PA.

The Allentown (Pa.) school system developed with the development of the junior high school movement. For a little over a decade the schools were operated on the 6-2-4 plan, which afforded opportunity for some experimentation and study. From this experience with the faulty 6-2-4 plan and the results of the study of theory and practice in the field, as the basis, Allentown adopted the 6-3-3 plan, which became operative in September, 1927. At that time three new junior high schools (the Harrison-Morton, the Central, and the Raub) opened their doors with en-

rollments of 625, 1550, and 600 pupils respectively. By the splendid co-operation of the business, the building, and the educational departments, it became possible to make much progress in adapting the features to the performance of the functions of the junior high school. The functions to be performed and the features incorporated in the Allentown Junior High Schools form the basis of this presentation.

"It is worth emphasizing," says Koos, "that the heart of the junior high school problem is the adaptation of the features to the performance of the functions". Function indicates an adjust-

ment which enables the school better to achieve the accepted ends, aims, or objectives of education. **Function**, "internal organization," represents a chemical compound, and **feature**, "external organization", denotes a physical combination.

Function

Function deals with the objectives of education in general, with the specific purposes of the junior high school in particular, with the selection of teaching materials for embodiment of courses of study with the improvement of instruction, with the development of conditions "directed toward programs of individual self-fulfilment and integrated forms of associated fulfilment," and with the creation of a prevailing democratic spirit in which the participant not only attains self-mastery, but also achieves the power of "self-direction toward worthy ideals."

The specific purposes of the junior high school most universally accepted and most specific and inclusive are those by Thomas H. Briggs, stated as follows: (1) "TO CONTINUE, in so far as may seem wise and possible, and in a gradually diminishing degree, the common integrating education; (2) TO ASCERTAIN, and reasonably to satisfy pupils' important, immediate and assured future needs; (3) TO EXPLORE, by means of material in itself worth while the interests, aptitudes, and capacities of pupils; (4) TO REVEAL to them, by means of material otherwise justifiable, the possibilities in the major fields of learning; and (5) TO START each pupil on a career which, as a result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and to the state."

These five purposes have been modified by James M. Glass, and are being

accepted as the guiding principles in the fundamental problem of curriculum reconstruction.

(1) "Continue gradually diminishing elementary courses and gradually increasing secondary courses; (2) Satisfy early adolescent life needs; (3) Explore individual aptitudes (self); (4) Explore educational possibilities and vocational opportunities; (5) Start each child convinced."

With these functions as our guiding principles, we continue the common integrating education necessary for all people throughout the nation. We have eliminated obsolete material, but have retained much of the old and included new content as a means of enriching our courses of study. We continue mastery of the fundamentals of education; both oral and written expression as a tool of thought; a wider acquaintance with reading and literature; more thoroughness in the fundamentals of mathematics needed in our industrial and scientific times; increased knowledge and practice of the better habits of health; greater socialization in the activities of school life in connection with the social studies and allied curricular and extra-curricular activities; practical arts, and fine arts requirements of all pupils to provide for the needs of all. For the needs and interests found different we offer electives in languages, junior business training, practical arts, and fine arts.

We recognize individual differences by studying the interests, capacities, and needs of the pupils in so far as this diagnosis may be carried. We group our pupils homogeneously on the basis of the intelligence quotients and achievement in the major subjects of the preceding grade. This permits enrichment of instruction in the different groups according to their ability to do

school work. This procedure proves more interesting to the more capable pupils and less discouraging to the less capable pupils, and tends to check elimination, to promote enrichment of school work, and to lead to better scholarship.

We provide opportunity for exploration in a variety of shops, in the junior business training, in home-making, in languages, in science, and in extra-curricular activities. Pupils have the privilege of making provisional choices and the opportunity of testing themselves in our junior high schools.

We attempt to appeal to the boys and girls through a curriculum vitalized upon the grounds of immediate and assured future use. A socialized curriculum, the gradual extension of departmental teaching, supervised study, extra-curricular activities and our guidance system are agencies to check elimination, raise the standard of scholarship, and "reveal the possibilities in the major fields of learning".

By way of summary, let us conclude our discourse of function. We continue the common integrating education and attempt to hold pupils by making the school interesting and attractive to them. We ascertain the needs and abilities, recognizing that nature has made not all alike but different, and so we offer not identical but equal educational opportunities to all. We discover powers, tastes, and aptitudes through exploration in the curricular and the extra-curricular life of the school. We reveal to them, through guidance, the possibilities in the major fields of learning. And finally, we start pupils on the way rejoicing, either continuing their education or by going to work with greater confidence in themselves and with a more wholesome attitude toward and brighter outlook of the world of work.

Features

We have incorporated in our junior high schools the twelve most significant features of organization as catalogued by Leonard V. Koos. Below we present the items together with the practices in Allentown added parenthetically. (1) Grades included (7-8-9); (2) Admission requirements—(Completion of 6th grade and of average pupils who can profit more by junior high school procedures); (3) Program of studies—(Core-curriculum with electives; or constants-with-variables type); (4) Grouping by ability—(On the basis of intelligence quotients and achievement in major subjects); (5) Departmental teaching—(Gradual introduction resulting in enrichment of content, greater effectiveness of method, with enlarged socializing opportunities); (6) Promotion—(Subject promotion with limitations); (7) Method of instruction—(Conventional recitation type with innovations of the problem, project, socialized recitation, short units of work with laboratory procedures); (8) Advisory system—(Home room guidance; and positive guidance instruction, counselling, and home visitation by persons trained to do the work); (9) Social organization—(The home room organization, pupil participation in school control organizations, student body activities, auditorium squads, safety patrols, school paper, entertainments, clubs, and all other social functions, based on social acceptability standards, properly sponsored by members of the faculty); (10) Improved instruction—(Teachers are better trained, are more capable and more desirable of growth, possess a more sympathetic understanding of adolescence, evidence greater enthusiasm in their work, and proportionally instruction is improving); (11) Housing—(Our buildings, in type, lend themselves to the perform-

ance of the functions of the junior high school, but are inadequate in size to accommodate all the pupils they were supposed to house. The attractive buildings have attracted larger numbers than anticipated, and are holding them in school longer); (12) Equipment—(The built-in equipment, such as bookcases, closets, cloakrooms, demonstration desks; sewing, cooking, and science laboratories; moving picture booths, drops and foot lights for the auditorium; shelves, racks, and lockers for materials, all tend toward the accomplishment of the functions of the junior high school. Requiring special mention is the equipment in our libraries, in the music, drawing, cooking, sewing, and general science rooms. The woodworking, electrical, printing, sheet metal, automobile, and machine shops are attractively, completely, and economically equipped).

Among the features meriting special mention of the 1927-28 school term are: (1) The home room organizations with their flexible uniformity, their stimulation of morale, and their contributions to the heart of the school government organizations and school activities; (2) The "Harrison-Morton Junior Republic," the "Co-operative Three Organization" of the Central, and the "United Pupils of the Raub School" are indicative of the thought and value of student participation in school control; (3) The assemblies have more than met our expectations and approval. They stand out as peaks of achievement which resulted in discovery of abilities, creation of good school spirit, submergence of grade spirit to school unity, the creation of good public opinion, the motivation of the curricular and extra-curricular activities, the development of wholesome attitudes, the stimulation of pupil participation in group life, and

the development of the aesthetic sense, refining influences, and glowing idealism; (4) The variety of shops with their appeal to the boys and girls has had a wholesome influence on the adolescent minds. They not only did their work well, but they did their academic work better than they otherwise would have done; (5) Guidance, which is for all pupils, for those who get along well in their studies as well as for those who are apt to fail, has made an excellent beginning with glowing promises for development. The work in the seventh grade is chiefly informational, and consists of: the real meaning of the junior high school, an understanding of this school as their workshop, and a knowledge of how to succeed and be happy in it. In the eighth grade the pupils study the "World of Work" classified by Holbrook as the "Big Five", consisting of agriculture, commerce, industry, the professions, and home-making under the unskilled, skilled, and scientific levels. They study the drama of the world of business right here at home and learn that "work is a blessing and not a curse". In the ninth grade the pupils study the educational possibilities beyond the junior high school. The study of specific occupations, with their advantages and disadvantages, leads to greater thoughtfulness and better preparation for what is to follow in school or out of school. Guiding continuous growth is the challenging task. Throughout the guidance program one continuous increasing purpose runs which animates the whole and giveth life and life more abundantly. Adolescents in the flowering time of youth living together in a choice environment, enriched by all that the teachers and libraries have to offer, each seeking not only enjoyment but preparation that will fit him to become

an intelligent actor in the drama of life. (6) Space does not permit us to enlarge upon the progress made in visual education, the extension of our libraries, the organization of physical education, and the success in the music and drawing departments.

The primary consideration for the achievement of desired results, "adaptation of features to the performance of functions," is concentration of attention on the adolescent boys and girls and their teachers. The human element after all is the important one. It is imperative that junior high school teachers avail themselves of every opportunity to increase their knowledge of adolescence. The teacher who possesses abundance of ability to adapt classroom procedures to needs, and who has active capacity for growth, requires a sympathetic understanding of adolescents and becomes fired with enthusiasm.

The nature of the adolescent must ever guide the teacher in shaping her classroom procedures, and since boys and girls learn to think by doing, ACTIVITY becomes the keynote of the whole situation. Purposeful activity under social procedures leads to the development of the individual and to the promotion of group understanding.

Back of it all is the teacher with vision, experience, and knowledge unobtrusively befriending, counselling, guiding, and directing school activities, that is, endeavoring "to adapt the features for the performance of the functions of the junior high school," or "HELPING WITHOUT HURTING."

We have considered the features and functions of our junior high schools. Permit us to use another quotation from Koos, "If the test of the junior high school, as a distinctive institution, is the extent of its performance of its peculiar functions, the test of the organization must be the adaptation of the features of this organization to such performance." The Allentown junior high schools provide the essential features and administer them in a way designed to achieve the desired results. It is certainly true that the features have not received the greatest degree of emphasis. Progress has been made, features have been incorporated for the performance of functions, and so facing forward with courage and open-mindedness let the pupils, teachers and principals in co-operation reach out and continue to refine the adaptation of the features to the better performance of the functions of the Allentown Junior High Schools.

INDIVIDUAL JUSTICE FOR ALL

L. R. KLINGER, PRINCIPAL DOUGLAS AND WEISER HIGH SCHOOL, READING, PA.

Since the general acceptance of the "Cardinal Principles in Secondary Education" the club program has become a vital part of practically every up-to-date Junior and Senior High School. Educators were among the last to recognize the value of this part of the school organization, and I indeed regret to say that there are teachers in secondary schools today who look with

disfavor upon this part of the curricular activities, and speak of the club period as a mere "time filler". This becomes the proper terminology where teachers do not understand the pedagogic principles underlying their proper development and do not understand the psychology of the children with whom they are dealing.

The Junior High School pupil is in an age of restless activity, of habit formation, of hero worship, of the "gang appeal". What a splendid opportunity for leadership development! There is no better way of supplying this immediate need than through a club program. Clubs will offer a field for exploration which may become a vocational interest. There are cases where boys and girls have been started on their life work by the proper encouragement and development of a hobby in which they become interested. We reason, then, that clubs have a deferred, as well as an immediate value. The experience that pupils obtain by planning and carrying to completion a club program; organizing the group and conducting the business according to correct parliamentary procedure; assuming responsibilities on the part of the students as officers; developing and completing group projects; performing tasks on the part of groups working as committees; giving opportunity to students for try out in some special interest; all have a healthy bearing in the training of pupils in the practical arts of citizenship.

Clubs furnish the opportunity for "doing" things, and provide the laboratory for the reproduction of social, political, and vocational life outside of school.

I once heard a teacher say, "I hate the club period!" That teacher is only concerned with the mastery of subject matter, and not with the mastery of life situations and understanding of human nature.

I have given some thought to an extract from an article written two years ago by Samuel Walter Swisher in the Atlantic Monthly. It is as follows: "We do not know our children. We are filled

with forebodings because they are not like us. We have hatched ducklings, and, in spite of our indignant, flurried cluckings, they have taken to the water. This is the dilemma of modern education, it has not produced what we expected, and we do not see how our world can be stable unless old things are handed down the ages." Then again we read John Dewey's Educational Creed. "Children in school must be allowed freedom to develop active qualities of initiative, independence, and resourcefulness before the abuses and failures of democracy will disappear." Perhaps the children of today who cause us grave concern are forging ahead in their development in the proper avenues, and are seeking "Individual Justice."

To function properly, a club must have: (1) a definite objective, something to strive and work for. The objectives will vary with the nature of the club, and children should have a voice in the selection of this objective. (2) It should supply a need of the child. (3) The activities of the club should be planned in advance. (4) The activities should be selected so as to have immediate and deferred value. (5) The activities should not duplicate class work. (6) The club director should attempt to develop a skill which students may carry on outside of school in their leisure hours. (7) The club director must check on the performance of duties by committees, especially the program committee. (8) There must be teacher guidance and leadership rather than complete direction. (9) There should be participation by many students rather than few. (10) The club program should be well organized, and not permitted to lag on account of poorly prepared participants.

There are several features about the club program at the Douglass and Weiser Junior High School which, in my estimation, should be observed in all club activities.

Each director is supplied with a copy of "Student's Handbook of Parliamentary Law," by Frederick Leighton, which is well adapted to the intelligence of children in the Junior High Grades. This manual is made the basis for all parliamentary procedure, and prepares the student for occasions where future group activity may require a knowledge of this type of training. Rules are few and simple, each club operating without a constitution. There are a few admission requirements for some clubs, but only where it is a necessity for the proper functioning of the club. Where material is needed which is not available in the school district's supply department, it is expected that the club members furnish this material from their own funds.

With very few exceptions, our clubs furnish the assembly programs. This plan for the assembly programs is not carried out in other schools to the same degree as it is at the Douglass and Weiser Institution.

It is highly satisfactory from several angles. Where there is no activity director, the burden of responsibility for each week's program is well distributed, each club director being given at least one opportunity for the appearance of his group on the assembly stage.

This becomes one of the objectives for each club, and the students look forward to this time with pride when they can appear before the student body with a display of their talent. We find also that this plan gives the maximum number of students an opportunity to appear in public, whereas the plan of having an activity director is very like-

ly to call on selective talent too frequently in order to avoid the necessity of training the amateur.

Before entering a club of their own selection, the incoming students are assigned to the "School Career Clubs" in which a course in orientation is given. Here the newcomer is familiarized with the plan of a junior high school organization, its purpose, aims, curricula, activity program including clubs and student participation in government, student's responsibility, school creed, yells, songs and awards. He is given an opportunity of visiting clubs during their meeting period, and at the following club period he makes a report of his findings. Near the end of the semester an inventory of talent is taken by the director, and an assembly program arranged for a display of the various abilities. In this way, each teacher at once becomes acquainted with the new talent that has entered the school. We consider this plan important from the standpoint of discovery, and by this method we find abilities which up to this time had not been known to exist. Teachers who have a close relation to the community night programs capitalize the discovery and use it for these special occasions.

It is our policy to have each club operated by the students under teacher guidance. The teacher is not expected to be the dominant character on the program. We encourage that there shall be a marked distinction between the activities of a club period and a recitation.

If we seek to abide by the principle of "Individual Justice for All," we must accept in our schools, aside from the mere transmission of subject matter, an activity which will develop the important and desirable forms of human behavior in this day of new education.

SUGGESTED HOME ROOM ACTIVITIES FOR HARDING JUNIOR HIGH SCHOOL

EDWIN VAN KEUREN, PRINCIPAL, HARDING SCHOOL, LEBANON, PA.

The home room is the most vital unit of organization in the junior high school. It might well be said of any modern junior high school "as is the home room so is the school". The home room is the pulse of the school, reflecting quite accurately the general condition of the school. Educators everywhere, in increasing numbers, are beginning to realize the basic importance of the home room and the great educational opportunities offered therein. The home room is the backbone of the school. Through the home room public opinion is directed and school spirit is developed. In the home room pupils learn how to organize and direct the group for the best interests of the group and the school. Through the home room better relationships are developed between the various members of the group, between the teacher and the pupil, and between the school and the home. In the home room the pupil is guided educationally, socially, morally, and recreationally.

Above I have enumerated many of the desirable things that are usually set up as the aims and objectives of the home room. I recognize that there are many others equally desirable. While we do make many desirable claims for the home room, and I think rightly so, yet there seems to me to be one desirable objective which is ordinarily overlooked by most people. Why do we call this group the home room? I feel that the word home ought to receive the major emphasis in defining just what a home room is. We ought in our home rooms to approximate as nearly

as possible the condition of the home. There ought to be a common bond of sympathy and understanding between the teacher and pupils. If the home is the right kind of home, to whom does the boy or girl go for advice and encouragement? Has this been the relationship between pupil and teacher in the past? If not, should it be? In my opinion it should.

I have attempted to set forth in general the purposes, aims, and objectives of the home room. But what do these mean to the teacher, old or new, who has never been responsible for a home room? Not very much, I fear. In order that they may mean more than they ordinarily would, I am going to suggest a series of home room activities.

In attempting to set up this series of home room activities, I am doing so in the belief that I may be of material aid in helping teachers to realize the varied and desirable aims of the home room. I wish particularly to emphasize the fact that these series of activities are suggested. It is not my object to impose upon teachers and pupils a series of activities to be rigidly carried out, nor do I wish to stifle in the smallest degree the initiative and resourcefulness of both teachers and pupils in planning and carrying out their home room activities. However, it has been my experience that, while both teachers and pupils are ready and willing to actively participate in the various activities of the home room, they are very often handicapped and not infrequently discouraged because they do not know

what it is all about. It is with the idea of helping teachers to understand what it is all about and of giving them something definite and tangible as a basis, a foundation upon which they can guide with greater success and satisfaction their respective home rooms, that these series of activities are offered.

I. Organization

Our home room groups are formed by a correlation of the following Stanford Achievement, Otis Mental Ability Test, previous scholastic record and teacher's opinion. These groups retain their identity for class instruction. The home room shall be officered by a President, Vice-President, Secretary and Treasurer, and such other officers as the pupils and teachers shall decide. Officers shall be elected twice per semester at the beginning of each semester and the 15th of November and April or the day nearest to these dates, if they do not fall on a regular school day. Officers shall not be eligible for re-election.

Committees. The President in consultation with the advisor shall appoint a sufficient number of committees to effectively carry on the work of the home room. Each teacher and home room group shall decide how many and what committees are necessary. Standing committees should serve for the same period of time as the regularly elected officers. Teachers and pupils may decide committees to their own satisfaction.

There are some committees that I should say are desirable standing committees. I would suggest the following:

1. Attendance—Assists teacher in keeping attendance register, encourages regular attendance, reports attendance to the office.

2. Activities—To plan, in conjunction with the teacher, at least two days in advance all activities and programs, to see to it that there is a specific something or somethings planned for each meeting. The president to be ex-officio member.

3. Athletic—Takes care of athletics within the room and between home rooms.

4. Booster—Boosts the home rooms and the school at every opportunity.

5. Bicycle—Takes care of all bicycles, working out a place and system for all parking.

6. Bulletin Board—Provides a board. Posts all announcements and materials of importance and interest to the room and the school. Removes "out of date" material.

7. Books—Looks after the use and care of books, assists in finding "lost" books and in returning "found" books.

8. Courtesy Committee—Meets and introduces all visitors to the teacher, provides them with seats and explains, if necessary, what is going on in the home room.

9. Devotional—Takes care of Bible readings, provides leaders and selects Scripture readings to be approved by the teacher.

10. Health—Looks after simple health habits such as cleanliness of person and of clothing, removal of coats and unnecessary apparel, removal of rubbers and "golashes", proper ventilation.

11. Publicity—Sees to it that the home room is given due publicity in the school and in the city papers.

12. Traffic—Takes care of group in passing from one room to another, urges co-operation, explains school policy.

13. Room—Attends to window shades, sees that floors are clean and

free from waste paper and debris, check condition of the room when class enters and leaves.

14. Success—Informs home room of all success of the room or individual members in school and out of school.

15. Welfare—Looks after welfare of all members, visits sick and reports to class, recommends the sending of flowers and letters of sympathy to the sick.

II. Home Room Periods

At the beginning of each session there will be 5 to 10 minute home room periods. These periods will necessarily be of an administrative nature, such as the taking of attendance, making announcements, etc. Since all classes return to their home room at the close of each session, and are dismissed at will by the home room teacher, there is ordinarily a period of from one to five minutes wherein matters of special urgency can be presented. During the week there will be two thirty-minute periods wherein we hope to accomplish the major and more important objectives of the home room.

III. Suggested Activities

It seems to me that the difference between a good and a poor home room lies in the careful selecting and planning of the activity of the room by the pupils and the teachers. During the past year I frequently got into home rooms where no definite planning had been done. The president would stand before the group and ask questions similar to the following: What shall we do? Who will suggest something to do? Suppose some one tell us a story. Who has a good story to read? Does anyone have a good joke to tell? Invariably such a home room is bound to be disorganized and disorderly, and the whole purpose of the home room defeated.

Where does the trouble lie in such a

situation? It seems obvious to me that it lies in the fact that there has been no definite planning. Who is to blame—the teacher or the pupils? I should say neither is, for I have found that teachers have not had the training and experience in sponsoring a home room, and in regard to the pupils I find that they are ready and eager to do things provided we give them things to do.

It is expedient, then, that we definitely explain the activities of the home room. We must prepare our program. At the outset let us try to clear up just what we mean by a program. In the past the attitude seems to have been prevalent that a home room program, in order to be a program, had to be entertaining. For example, the presentation of a play was a program, a discussion of leadership was something else. It seems to me that both types of activity are important, but neither one should take the place to the exclusion of the other.

For the sake of convenience, I shall group my suggestions under the following headings:

A. CIVIC.

1. Health. Who are healthy? Why do we want good health? Are we in any way responsible for the health of our neighbors?

2. Fire Prevention. How can we prevent fires? Why should we? When buildings burn, who loses? Why do we have fire rules? Fire drills? How can we improve our fire drill?

3. Safety First. What do we mean by Safety First? Is it always the best policy? Why? Are you your neighbor's keeper?

4. Traffic. Why do we have traffic rules? Who are they for? Should we have traffic rules in school? Why? Should we have traffic officers? Why?

How shall we select them?

5. Citizenship. Who are good citizens? What makes good citizenship? Are you a good citizen? Why?

6. School Improvement. What do we do in our school that is right? What that is wrong? Wherein can we improve ourselves, our home room, or school? How?

7. School Assembly. Do we have good assemblies? What makes them good? What is wrong with some of them? How can we help?

8. Our City. Do you know your city? What do you know about it? For what is it famous?

9. Outside Speakers. May be invited on rare occasions. Home room properly managed can get along very well without them? How can we help?

B. SOCIAL.

1. Parties—Planning for, apportioning work, discussing ways and means, planning programs, good manners at a party.

2. How Vacations Are Spent—Get experiences of various members. How to enjoy a vacation? Where to go?

3. Favorite Pleasure—Experiences of various members may well form basis for discussion.

4. Etiquette—How to greet a friend, acquaintance; how to enter a room; how to treat ladies; how ladies should act when treated by a gentleman.

5. Music Appreciation—How to appreciate good music? What part does music play in a social group? In the life of the individual?

6. Imaginary Banquet or Dinner—Illustrate proper and improper conduct.

7. Contests—"Spelling Bees," rapid calculation, etc.

C. MORAL.

1. Leadership (see typical program).

2. Sympathy and Courtesy—What do they mean? When should they be practiced? Why?

3. Honesty—Why be honest? Are all people honest? Explain why is meant by "it pays to be honest".

4. Truthfulness—What does it mean to tell the truth? Can we always tell the truth? Are exceptions ever advisable? When? Why? Does it mean anything to an individual to be known as one who tells the truth? How is truth distinguished from gossip?

5. Civic Pride. Are we proud of our school? Should we be? Why? What is meant by proper regard for public and private property?

6. Courage—What is it? Who has it? May a person have courage and still refuse to fight?

7. Loyalty—What is it? Who are loyal? How does loyalty show itself? What does loyalty to the school mean? Can a pupil be loyal and still refuse to buy the School Paper?

8. Thrift—Who are thrifty? What does it mean? Does it pay? How does thrift affect life?

9. Personality—What has it? What is it? How do you get it? How do you recognize it when you see it?

10. Sportsmanship—What does it mean? How does it show itself? Who have it? How does it affect the pupil and the school?

D. EDUCATIONAL.

1. Parliamentary Drill. The conduct of the whole group should emphasize proper parliamentary procedure. However, teachers may find it necessary to re-emphasize this important function.

2. Dramatization—Plays, poems, vaudeville. This, it seems to me, has been overdone in our school. While dramatization of the usual kind has

many educational opportunities, it should by no means consume an excessive amount of the group time.

3. Debates—Both inter and intra-home room. Debates of a formal nature are frequently part of the English, History, and other classes. It might be well therefore to confine home room debating to conditions affecting the immediate group or the whole school.

4. Elections—Discussion of local, state, and national elections. Discussion of school elections, best candidates, etc.

5. Mock Class Room—Let pupils dramatize their classes as they see them. Teachers who are brave enough to try this may get some valuable guidance material, for they are apt to see themselves as pupils see them.

6. Scholarship—Is it a good thing? Should it be encouraged?

7. Use of Leisure—How do we spend our leisure? Where? What good do you derive from it? How can love of music, art, good plays, good books help?

8. Biography—Read and discuss lives of worth-while men and women. Can be very inspirational.

E. SPECIAL DAYS.

There are great numbers of special days such as state, national and religious holidays throughout the year whereof it seems appropriate that home rooms should take special cognizance. There are also special weeks, such as Music Week, Education Week, Health Week, etc., that teachers might well capitalize by having pupils actively participate in taking some recognition of the day. Let me suggest a few if not all of them:

1. Constitution Day. 2. Hallowe'en.
3. Armistice Day. 4. Thanksgiving.
5. Christmas. 6. Arbor Day. 7. Pennsylvania Day. 8. Easter. 9. Mother's Day. 10. Memorial Day.

F. MISCELLANEOUS.

Under the head of miscellaneous or special activities, I should devote a period occasionally to a discussion of the academic and other difficulties that the group and individuals are having. Teachers may find it very helpful at the end of report periods to discuss ratings and grades with the family group. That is what is done at home. Why not approximate the home in our "home" rooms?

IV. A Typical Program

I wish to submit that which, in my judgment, is a typical home room program. It is so arranged as to occupy approximately our 30-minute period.

- A. Call to Order.
- B. Roll Call.
- C. Reading of Minutes.
- D. Old Business.
- E. New Business.

(This formal routine should take about 10 minutes.)

F. Discussion—Leadership

1. An Outstanding Woman Leader.
(A 2-minute talk by a girl.)
2. An Outstanding Leader Among Men.
(A 2-minute talk by a boy.)

3. What Constitutes Good Leadership?
(A 2-minute talk by pupil).

4. Who Are Good Followers?
(A 2-minute talk by pupil.)
5. General Discussion, 12 minutes.
Discussion to point definitely toward the choice of class officers, and might cover the following Points:
 - a. Duties of school leaders.
 - b. Qualifications for officers.
 - c. How to choose leaders.

G. Adjournment

(Note—A discussion of this nature

should logically precede the election of officers.)

In conclusion I wish to re-emphasize for the nth time that these suggestions do not constitute a course of study. They do not constitute a program to be carried out in detail. I have deliberately attempted to present my suggestions in such a way that they cannot be used without the individual teacher doing something to them. My only de-

sire has been to be of aid, if I can, to teachers in making our home rooms vital in the life of our school. Let us remember that above all other things the home room is a place for doing things, for pupil activity. Unless as many pupils as possible participate as often as possible, we are falling short of one of the most important functions of the home room.

LIST OF CLUB ACTIVITIES LEBANON SENIOR HIGH SCHOOL 1928-1929

R. R. ABERNETHY, PRINCIPAL, LEBANON, PA.

Dramatic Club

The Debating Club is open to members of the Senior, Junior and Sophomore classes who have enough spirit to work hard in order to help Lebanon High maintain her standing in the Ursinus Interscholastic Debating League; and who also desire to establish habits of clear thinking and forceful speaking.

(Miss Evans, Miss Ross)

Fliers Club of L. H. S.

Membership is open until November 1st. Limited to builders of Model Planes having the following flight duration: Scale Model 25 sec. Tractor 6 sec. Pushers 90 sec. The purpose is to promote Model Plane Construction. Report with planes on first Club Period.

(Mr. Harbold)

Mathematics Club

The work of the mathematics club this year will consist mainly of the study of measuring instruments and the slide rule. The first part of the year will be devoted to the theory and operation of the slide rule and its applications. Model rules will be constructed. Then will follow a study of

the pantograph, cross-staff, angle mirror, hypsometer, sextant and transit. Applications of these instruments will include measurements of heights and distances, determination of our latitude, etc. All of the above instruments will be constructed by the club members. Field work will be a part of the course.

(Mr. Bucher)

Commercial Club

This club is designed for those pupils who are interested in learning typewriting for their personal use, and is limited to Seniors. Touch typewriting—more rapid and accurate than the so-called "hunt and pick system"—will be the system used. The mechanical features of the typewriter as applied to different types of work will be learned. With keen interest and intensive work, club members may easily develop the working knowledge of typewriting in the time allotted. (Helen S. Seltzer)

Cost Accounting Club

This club is open to such as have had a year in bookkeeping. While all accounting is essentially cost accounting, the term is especially used to designate

that branch of General Accounting which treats of the methods of analyzing, recording and compiling the costs of materials, labor, and other expenses incurred in a factory or other business enterprise, in which the cost per unit of production must be figured out.

The records should be a part of the general accounting records. Its advantages are in the fact that the profit or loss on each job, kind of product, or separate department are shown. While without such a system of estimating costs, only the total profit or loss of a business can be shown as a whole, and it is possible that the loss in certain departments or of a particular product, cut down the general profit, and the cause for low profits will not be revealed. A course of 20 or 25 hours in cost accounting will make for efficiency and additional usefulness for such as expect to take bookkeeping jobs after leaving school, or who expect to become manufacturers. Six applicants will warrant the formation of a club in 215. (Miss Bohr)

Swimming Club—Beginners

If the club desires formal instructions, the face and back float, the back stroke, the side stroke, the crawl, and the plain dive will be taught. If the club does not desire formal instructions, it may choose whatever it wishes to do. The club will be limited to twenty girls who cannot swim. It can exist only if the Y. M. C. A. pool can be obtained for one hour in the afternoon each week or every two weeks. (Miss Rearick)

Dramatic Club

Stage-Craft and Play-Production. This club is for those with dramatic ability and those interested in knowing how to produce a play—what should be known about the stage, furniture, cos-

tumes, acting, stage business, stage traditions, and the historical background of the stage itself. Several optional plays will be produced by the club members. (Miss Peters)

Photography Club

Probable procedure: Taking of photographs; development of films; making prints from negatives, including (if members of club desire) toning, tinting, enlarging, mounting, making slides, etc.

But—main emphasis to be on the chemistry of photography instead of merely taking up the mechanical processes of making prints; for instance, preparation of solutions used for developing, fixing, etc.; making printing paper; the chemical changes during exposure, development, fixing, toning, etc. The composition of flashlight powders, etc., as the sensitive compound on the printing paper. Eligibility for membership should be limited to 25, in order given: Chemistry pupils; former chemistry pupils, others. (Mr. Yingst.)

Nature Club

This club will take up the study of flowers, birds, plants, and animals. Club is to be divided into groups, according to whatever they prefer—plants or animals. Each group to collect specimens. Will be very interesting and worthwhile. (Mr. Phillips)

Reading Club

The general purpose of a reading club, as its name implies, is to acquire skill in reading, but the specific aims are manifold. The most important are the following:

1. To secure the power of grasping quickly the gist of paragraph, page, or even a chapter.
2. To glean with ease and enjoy-

ment all the allusions, references, underlying thoughts, and beauties of language.

3. To be able to read aloud correctly, fluently, and in such a manner as to convey the thought clearly.

4. To develop or increase the appreciation of good literature.

5. To add to the pupil's fund of general information.

6. To provide them with a wholesome source of recreation, a valuable aid to other studies, and an important asset as far as usefulness and culture are concerned.

Because it would be desirable to choose new and not too difficult selections to be read, the members of the club should be drawn from the same class. The number of members should be limited to not more than twenty.

(Miss Krause)

French Club

The activities for the French Club are as follows:

1. French Programs.
2. French Plays.
3. French Songs.
4. Games.

(Miss Hoffman)

Non-French Club

Intended for pupils who will not have an opportunity to study French in the class room. The time will be spent chiefly in reading simple French stories and in learning little French rhymes, riddles, and songs, and some of the commonest French expressions.

(Miss Bortz)

Polity Club

The Polity Club will be a study of the issues of both the Democratic and Republican parties and their respective candidates for the Presidency; also the partisan aspect of Congress in National

political problems. (Mr. Tittle)

Harlequin Key Club

Open to all folks interested in staging and producing plays for public performances—especially those who want experience in acting and stage technique. The aim is to prepare plays and sketches for public performance, whether for the general public or our school audience. The divisions are: Acting members—interested only in roles and acting. (Not more than 25.) Business Members—interested in the publicity and advertising (5 members). Technique Members—interested in preparing the stage for productions (5 members). The award will be—The Harlequin Drama Club Key will be awarded to every member who contributes to the year's success.

Come, and learn to know "The Maker of Dreams."

(Miss Longenecker)

First Aid Club

Quite a few girls and boys are able to earn a little more pay because they are able to take charge of the first aid work in a factory, office, or shop. The course in first aid will cover all the different methods of first aid treatment, indications of different ailments needing first aid treatment and their application. Also study the muscles and nerves and conditioning of athletes for all forms of athletics.

(Mr. Spangler)

Cooking Club for Boys

Not more than 20 boys.

(Miss Nixon)

Library Club

Points stressed in this club are:

1. The handling of books.
2. The use of books—Reference, Collateral reading, Recreation.

3. The use of a library.
4. How to find books in a library.
5. How to choose books—tests to apply.
6. The reading of classics.
7. Book reviews.

(Miss Weidman)

Archery

The following is a brief outline for the club:

1. Organization of Club.
2. Adoption of Rules and Regulations conforming with the Constitution of the National Archery Association.
3. Learn how to make your own Bow, Arrow, String, Arm-Guards, Finger Guards, Quivers, Targets and Target Stands.
4. Lessons in Target Shooting—
 - a. Novelty shoots—
 1. Shooting at toy balloons.
 2. Wand shoots.
 3. Tests of skill.
 4. Rapid firing.
 5. Animal silhouettes ,stationary and sliding on a wire trolley.

(Mr. I. C. White)

Printing Club

Outline: Organization; Different forms of printing; Methods of advertising.

Commercializing printing.

Open to a limited number of boys with or without experience.

(Mr. Maurer)

Rhythmic Club

"Rhythmic gymnastics"—a form of rhythmic exercise to make you graceful and give you poise. (Miss Gruber)

Needlecraft Club

Beaded bags; Hemstitched articles—for instance, Towels, Buffet Scarf, Luncheon Sets, Table Runners, Handkerchief; Embroidery—Dresses, Under-

wear, Towels, Luncheon Sets, Pillow Cases, Sheets, Bed Spreads, Handkerchief; Tyed and Dyed Handkerchief, Painted Handkerchieves, Neck Scarf; Knitted Bags, Sweaters, Shawls; making hats and hat trimmings; Costumes, Hallowe'en and May Day; Clothing—dresses, smocks, underwear, pajamas; Crocheting laces, holders, yokes; Tatting laces. (Miss Maulfair)

Art Club

The work of the club will be adapted to the ability of the students and the phase of work in which they are interested. (Miss E. Hauer)

Music Club

This club is composed of the Orchestra, Glee Club, and the Girls Chorus.

(Miss F. Hauer)

Journalism Club

The Journalism Club will serve as a laboratory for the Newsette. Any worthy material furnished by members of the club will be published in the paper. All students who are interested in making the staff of the paper will find it essential to join this club.

Instruction will be given in the collecting and preparation of news, duties of various editors and work of various departments on a newspaper. A short history of journalism will also be given with the practical side of the work. Papers and magazines from various schools and colleges, as well as great papers like the New York Times, the Evening Bulletin and the Chicago Tribune will be collected and examined by the club members. The club will be in charge of an instructor who has had over eight years experience on school, college, and Philadelphia newspapers.

(Mr. Fuller)

School Paper

(Mr. Gilliland.)

THE DEVELOPMENT OF A SCHOOL CITY IN THE SLIPPERY ROCK JUNIOR HIGH SCHOOL

L. H. WAGENHORST

DIRECTOR OF THE TRAINING SCHOOL STATE TEACHERS COLLEGE, SLIPPERY ROCK, PA.

It is generally recognized by authorities in the field of junior high school administration that one of the functions of this organization is the recognition and encouragement of initiative on the part of the group constituting its membership. It was with this end in view that our School City was developed.

Our Junior High School is located in an agricultural section, and has an enrollment of approximately 100 pupils. There is no foreign element represented in the student body, and the pupils come from homes quite generally interested in education. All the children of school age in the community attend the Campus Training School. We are a laboratory for the College, and to some extent a practice teaching center. The Junior High School occupies the second floor of the same building which houses the elementary grades. Over-crowded conditions make it imperative for pupils to have certain classes in other campus buildings, which greatly complicates the administration of this unit, and prevents a more desirable integration with the Senior High School in another building.

Two years ago, after the eighth grade class in Community Civics had covered the textbook material on city government, the class under the leadership of the teacher, Miss Charlotte Truby, discussed the feasibility of organizing the School on a similar basis. The pupils had a preference for the Council-Mayor type. They were influenced, no doubt, in this selection by a

study of the local borough organization. The framing of a charter became a class project. The results of their efforts appear below. Under the guidance of Mr. Bruce Denniston, now Director of Secondary Education, the project developed apace last year, and holds great promise for the future.

STATE TEACHERS COLLEGE

OF THE

THE TRAINING SCHOOL
SLIPPERY ROCK, PENNSYLVANIA

THE SCHOOL CITY CHARTER

OF THE

JUNIOR HIGH SCHOOL

(RATIFIED OCT. 21, 1927)

ARTICLE I EXECUTIVE DEPARTMENT

Section 1—Mayor

Clause 1—Qualifications.

No person is or shall be eligible for the office of Mayor who has not passed the seventh grade, and who is not twelve years of age or over. For the second semester of the school year the Mayor must be a member of the eighth grade. He must have been a citizen of this city for three months. The said official must be a good student and of good moral character.

Clause 2—How Elected.

The Mayor must be the choice of the majority of the citizens of this City.

Clause 3—Oath.

The Mayor shall take the following oath before assuming his office:

"I do solemnly affirm that I will faithfully execute the office of Mayor, and will, to the best of my ability, preserve, protect, and defend the Charter of this City."

Clause 4—Length of Term.

The Mayor shall serve for a period of eighteen school weeks.

Clause 5—Duties of Mayor.

The Mayor is to enforce all laws enacted by the Common Council. He is to pass on all ordinances, either vetoing or signing them. The Mayor has the power to appoint the Directors of the Departments of Health, Public Works, Public Safety, and Social Welfare.

Section 2—The City Clerk**Clause 1—Qualifications.**

To be eligible for the office of City Clerk, the candidate must be a good citizen over twelve years of age, have completed the seventh grade, and have at least a "G" in English.

Clause—How Elected and Term of Office.

The City Clerk shall be the clerk of the Common Council, and elected by the Council from their membership for a term of eighteen school weeks.

Clause 3—Oath.

The City Clerk shall take the same oath of office as the Mayor.

Clause 4—Duties of the City Clerk.

The City Clerk shall keep the records of the proceedings of the Common Council, and have charge of all papers relating to their business.

It is the duty of the City Clerk to take the place of the Mayor in his absence.

The City Clerk has police power, i. e., he has the power to arrest anyone who is doing or has done wrong, and bring them before the Council.

The City Clerk is authorized to administer the oath of office to all City officials.

Section 3—The City Controller**Clause 1—How Chosen, and Term of Office.**

The City Controller shall be the Director (Principal) of the Junior High School, and shall serve as long as he or she shall hold that position.

Clause 2—Duties.

The City Controller shall act as legal adviser to the School City, and shall prescribe the forms of reports and accounts to be rendered to his office, and have power to inspect all Departments.

He shall have oversight of all books and papers pertaining to this School City or entrusted to it.

Sec. 4—Department of Public Safety**Clause 1—How Elected.**

The Director of the Department of Public Safety shall be appointed by the Mayor with the confirmation of the Common Council, and shall in turn appoint all members of his Department.

Clause 2—Term of Office.

The members of the Department of Public Safety shall serve for a period of eighteen school weeks, but may, for neglect of duty be removed by the Mayor with the consent of the Council.

Clause 3—Duties.

This Department shall have charge of civic and traffic officers, and shall see that all laws for the safety of the community are enforced.

Each member of this Board shall furnish evidence that he has been an orderly, upright citizen at all times.

THE JUNIOR HIGH CLEARING HOUSE

Sec. 5—The Board of Health**Clause 1—Qualifications of Board.**

Each member of the Board of Health must be a citizen of the city for two months, be at least twelve years of age, and have completed the 7B grade.

Clause 2—How Elected.

The Director of the Board of Health shall be appointed by the Mayor.

He shall have four helpers, who shall be appointed by the director.

Clause 3—Duties.

The staff of this Department shall inspect the rooms in the basement, and the drinking fountains. They shall see that no papers are thrown around. They shall adjust the windows and blinds.

The members shall see that all pupils come to school clean.

Clause 4—Posters.

The Board of Health shall put up posters from time to time to improve the sanitary conditions of the City.

Sec. 6—The Board of Public Works**Clause 1—Qualifications.**

The Board of Public Works shall be composed of five members—a director, chairman, ward inspector, ground, and wrap inspector.

No member shall have been a citizen for less than thirty days.

Clause 2—Election.

The Director shall be appointed by the Mayor of the City.

The Board shall be appointed by the Director.

Clause 3—Duties.

The said Board shall be responsible for the inspection of desks and room conditions, grounds, repair work, and distribution of wraps.

The Board may appoint as many assistants as necessary.

If a member of the Board prove incapable, he may be removed by the Mayor with the approval of Council.

Sec. 7—Social Welfare**Clause 1—Qualifications.**

The members of the Department of Social Welfare shall be appointed by the Mayor, and confirmed by the Council. The Director of the Department shall be appointed by the Mayor. Each member must be a citizen of the City.

Clause 2—Duties.

The Department shall look after the reporting of absentees and tardiness, for which there shall be at least three members appointed by the Mayor.

There shall be one member appointed from each class by the Mayor, to attend to the recreational interests of the City.

At least two members shall be assigned Assembly duty.

ARTICLE II

LEGISLATIVE ENACTMENT

Sec. 1—The Common Council**Clause 1—Qualifications.**

The Legislative powers shall be vested in a Council which shall be composed of two members from each of the four wards; namely, 1-6, seventh, eighth, and ninth grades, and the student-teacher in charge of the class in Community Civics.

Sec. 2—The Councilmen**Clause 1—Qualifications.**

Each councilman must be a member of the City for at least three months, and a member of the grade from which he is elected for thirty days.

Clause 2—How Elected.

Each home room organization shall nominate four pupils for Council, whose names shall be placed on the ballot, two

of which shall be voted for by the citizens of that organization at the regular election.

Clause 3—Oath.

"I do solemnly swear that I will faithfully execute the office of councilman; and I will, to the best of my ability, preserve and protect the Charter."

Clause 4—Duties.

The Council shall have the power to make all laws which shall be necessary for the general welfare of the City.

Clause 5—Powers.

The Council shall have the power to summon before them citizens who become offenders or who are reported to them by the patrol.

ARTICLE III ELECTION OF PUBLIC OFFICERS

Section 1—Public Officers

Clause 1—Time for Election.

The time set for the election of public officers of the City shall be the first Tuesday after the first Monday in October and the first Tuesday after the second Monday in February.

Clause 2—Registration of Voters.

All voters must have registered seven days before the election days named

above. All prospective voters must be in the departmental grades, i. e., 7th, 8th, and 9th grades. They must have reasonably good marks in effort and in their attitudes.

Clause 3—Ballot.

The Australian ballot shall be used in all elections to be held in our School City.

Clause 4—Counting of Votes.

Officials appointed by their respective wards shall preside over voting, and shall count the votes. They shall return the total as soon as counted.

Clause 5—Registration Officials.

There shall be one official from each ward at each voting booth to see that each prospective voter is properly registered and is a legal voter.

ARTICLE IV PROVISION FOR AMENDMENT

This Constitution may be amended at any time by a three-fourths vote of the citizens.

ARTICLE V RATIFICATION OF CHARTER

This Constitution shall become effective immediately upon the majority vote of the citizens.

OUR HOME ROOM SOLUTION

DONALD W. DENNISTON, PRINCIPAL JUNIOR-SENIOR HIGH SCHOOL, PALMERTON, PA.

"The Home Room Hour is a Bunch of Baloney." This remark coming indirectly from one of our best and most influential pupils, together with a growing suspicion on the part of the faculty that the hour a week was not spent in the most useful way, led us to a critical analysis of our practice. We had

been operating on a plan of monthly bulletins which suggested to each teacher the field of work which was desirable to cover during the ensuing month. This plan presumed that all that was good for the twelfth grade was equally advisable for the seventh; it presumed that each month and each

year these bulletins would be made out only after a survey of all preceding bulletins, so that no useless repetition would deaden the enthusiasm; it even presumed that if for any reason the monthly bulletin failed to appear in time, that each teacher would go on indefinitely planning, with the co-operation of pupils, worth while home room hours. We, and by we I mean faculty and pupils, found these presumptions unwarranted.

A Faculty Committee worked for the major portion of a school year on the problem. Finally their plan was presented to the entire Faculty, and after thorough discussion, was unanimously adopted. The plan briefly is to set up consecutive units of suggested activities extending from grade six to twelve, inclusive, each activity based, as far as possible, on the needs of pupils of that grade, as we interpret those needs. As was emphasized over and over in our Faculty meeting, "The Committee has endeavored to make the plan specific and definite enough to serve as a guide post, but has consciously endeavored not to be so specific and detailed that the outline will serve as a hitching post."

During the year 1928-1929, there will be a joint Home Room Committee composed of Faculty members appointed by the Principal and members of the Student Council selected by the Council. This committee will serve during the year in an inquisitorial capacity. They will make any revision of the outlines necessary at the end of the year 1928-1929 based on their findings of this year.

It is too early in the year to make any predictions. However, we are confidently hoping that our efforts will bring home the bacon—not the baloney.

Seventh Grade Outline of Home Room Activity

- I. Orientation (1-2-3-4-5 week)—
 - A. Some of our common understandings in High School.
 1. Corridor conduct.
 - a. Keep right. b. Keep quiet.
 2. Three minutes between classes.
 - a. Use and abuse of this time allowance.
 3. Lockers.
 - a. Keep them locked—why?
 - b. Times I may go to my locker—why?
 4. Lunch hour.
 5. Leaving at 4:15.
- B. In case of absence or tardiness—
 1. Procedure to follow.
 - C. Our pupil-faculty organizations.
 1. Athletic Association.
 - a. Who is to have the privilege of membership.
 - b. Work and purpose of organization.
 - c. The mechanics of government.
 2. Student Council.
 - a. What is a Student Council. 1. Purposes: a. Civic. b. Educational.
 - b. How the Home Room is represented. Duty of a representative. Who shall be our Home Room representative? c. Mechanics of student council government.
 - D. Election of officers to above organizations.
 - II. Student Drive (6th and 7th week)
 - A. Organizations benefiting from the drive.
 - B. How I benefit from the drive.
 - C. Ways of getting money for the contract. What a contract is.
 - III. Thrift—School banking (8th week)
 - IV. Building courtesies (9-10-11 week).
 - A. Courtesy to one another.
 - B. Courtesy to teachers.

- C. Courtesy to strangers.
- D. Courtesy on the street.
- V. Optional program which Home Room feels worth while. (12-13-14)
- VI. The common customs of our people. (15-16)
 - A. How customs are established.
 - B. Interesting difference in our customs and those of Europe.
 - C. Importance of knowing customs if one is not to be considered "queer".
- VII. Safety work done by the School (17-18-19)
 - A. Safety regulations in school.
 - B. Safety on street and grounds and around the school.
 - C. What should and can we do to increase our safety devices?
- VIII. The Activity periods (20-21-22-23).
 - A. The special object of each.
 - B. What can our room suggest as a change to the present Home Room Outline for the 7th grade.

Eighth Grade Outline of Home Room Activity

- I. Knowing our School (1-2-3-4 wks).
 - A. Review of the common understandings of the school.
 - 1. Corridor conduct.
 - a. Keep right. b. Keep quiet.
 - 2. Three minutes between classes.
 - a. Use and abuse of this time allowance.
 - 3. Lockers.
 - a. Keep them locked—why?
 - b. Times I may go to my locker —why?
 - 4. Lunch hour.
 - 5. Leaving at 4:15.
- B. Our pupil-faculty organizations.
 - 1. Athletic Association.
 - a. Who is to have the privilege of membership. b. Work and purpose of the organization. c. The mechanics of government.
 - 2. Student Council.

- a. What is a Student Council?
 - 1. Purposes—a. Civic. b. Educational.
- b. How to make the Hom Room represented. Duty of a Representative. Why shall he or she be our Home Room Representative.
- c. Mechanics of Student Council government.
- C. Election of officers to above organizations.

II. Student Drive (5-6-7 week).

- A. Organizations benefiting from the drive.
- B. How I benefit from the drive.
- C. Ways of getting money for the contract. What a contract is.

III. Thrift—School banking. 7th wk.)

IV. Optional program which Home Room feels worth while. (8-9-10)

V. Seven things which the school tries to give me (11-1213-14) or in which they try to train me.

- 1. Health.
- 2. Command of Fundamental Processes.
- 3. Worthy Home Membership.
- 4. Vocational training.
- 5. Citizenship.
- 6. Worthy use of leisure time.
- 7. Ethical character.

Explanation of each. What it means in largest sense. When can I get each in present subjects and in activity periods?

VI. Does it pay to go to High School (15-16-17-18 week).

- A. From an economic standpoint. Booklet.
- B. Other Rewards.

VII. Safety in our school, around our school, and on our streets. (19-20-21 week).

VIII. Discussions.

- A. Have our officers done their work?
- B. What changes or additions can our

Home Room suggest to the present Home Room outlines?

A. General or a Commercial Course (35-36-37 week).

A. Where does the General Course lead?

B. What will I encounter on the way?

C. Where does the Commercial Course lead?

D. What will I encounter on the way?

Ninth Grade Outline of Home Room Activity

I. Orientation (1-2-3-4-5 week).

A. Some of our common understandings in High School.

1. Corridor conduct.

a. Keep right. b. Keep quiet.

2. Three minutes between classes.

a. Use and abuse of this time allowance.

3. Lockers.

a. Keep them locked—why?

b. Times I may go to my locker —why?

4. Lunch hour.

5. Leaving at 4:15.

B. Our pupil-faculty organizations.

1. Athletic Association.

a. Who is to have the privilege of membership. b. Work and purpose of the organization. c. The mechanics of government.

2. Student Council.

1. What is a student council?

1. Purposes—a. Civic. b. Educational.

2. Home Room Representation.

Duty of a Representative.
Who shall be our Home Room Representative?

3. Mechanics of Student Council government.

C. Election of officers to above organizations.

II. Student Drive (6-7 week).

III. Thrift—School banking (8)

IV. Minimum essentials in Manners and Right Conduct for High School pupils. (9-10-11 week.)

A. Study of booklet (Culture Promotion Publication, Michigan Avenue, Chicago, Illinois.)

B. Application of these principles to our school.

V. Parliamentary Procedure (12-13-14 week).

VI. Citizenship (15-16-17-18). This particular unit has been taken almost verbatim from a St. Louis school.

1. Good leadership.

a. Class.

b. School.

2. Obligations of citizenship.

a. Maintenance of good character. 1. Personal character; habits. 2. School character.

b. Efforts to maintain health.

1. Personal health. 2. Community health. a. Under ordinary conditions. b. In time of plagues. 1. Inspection of ponds and sewers. 2. Care of foods in home and shop. 3. Destruction of insect pests.

c. Proper spirit toward school authorities.

d. Proper spirit toward school organizations. 1. Membership. 2. Leadership.

e. Respect for school property. 1. House. 2. Furniture. 3. Decorative features.

f. Interest in school neighborhood. 1. Care of school grounds. 2. Care of hedges. 3. Shade trees. 4. Park. 5. Church property.

3. Helpful Human Service.

a. Reverence for home.

1. Respect for parents. 2. Attitude toward other members of family. 3. Rent or taxes. 4. Food. 5. Clothes. 6. Personal earnings. 7. Amusements. 8. Personal savings. 9. Thrift.
- b. Service to school.
 1. Team work. 2. In corridors. 3. In auditorium. 4. In lunch room. 5. On school grounds.
- c. Service to community.
 1. Community chest. 2. Boy Scouts. 3. Campfire Girls. 4. Concourse. 5. Neighborhood House. 6. Americanization.

VII. Optional Program. (19-20).

VIII. Am I expecting to go to College? (20-21).

- A. Does graduation from H. S. assure me of admission.
- B. If not, what are some of the entrance requirements of schools to which our graduates go?

(If the teachers think this unit is desirable, I will compile in graphic form specific college entrance requirements and put this graph in the hands of each teacher.)

IX. School Spirit (23-24-25).

1. Short story by member of class illustrating some phase of school spirit.
2. Why we should be proud of our school—essay or speech.
3. A poem by a member of the class, or recitation, or school song.
4. How to show school spirit in the class room. Speech or extemporaneous dialogue.
5. How to show school spirit in the corridors. Dialogue.
6. How to show school spirit in the lunch room. Dialogue.
7. How to show school spirit at the auditorium sessions. Dialogue.
8. How to show school spirit at a football game. Dialogue.

9. How to show school spirit outside of school. Dialogue.
10. How we can improve the school spirit in Junior High. Speech.
11. How we can improve our own class spirit. Report of a committee.
12. Talk by advisor on school spirit—What is it?
What is it not?
When to show it.
Where to show it.
How to show it, etc.
13. Election of one member of the class to write editorial on school spirit. The best article by such a member of the eighth grade will be published in the "Mirror".

X. Suggestions which our Home Room can make to the Student Council for changes in the Home Room outline.

Tenth Grade Outline of Home Room Activity

- I. Review of Parliamentary Procedure (1-2 week).
- II. Our Teacher-Pupil Organizations (3-4 week).
- III. Suggestions for a still more effective Student Drive (5th week).
- IV. Student Drive (6-7 week).
- V. Optional Program (8-9 week).
- VI. "Your School and You"—Bliss. (10th to 15th week).
- VII. Formation of a school code for good citizenship. 16th to 23d wk).
 - A. What the good citizen of Palmerston High School does.
 - B. What the good citizen of Palmerston High School does not do.
 - C. In the light of the material, a school creed should develop.

(It is hoped that this will be a constructive piece of work from which the whole school will profit. Home Rooms of the tenth grade are to pool their material with a tenth

grade contribution.)

(The Manual of Central High, Tulsa, Oklahoma, will give valuable suggestions.)

VIII. Optional (24-25-26 week).

IX. Everyday Manners—Lucy Wilson.

A. This book was the work of pupils of South Philadelphia High School and their Teachers.

Eleventh Grade Outline of Home Room Activities

I. Our Pupil-Faculty Organizations (1-2-3 week).

II. Organization of the Class and Home Room (4th week).

III. Suggestions for the Student Drive (5th week).

IV. Student Drive (6-7 week).

V. Optional (8-9-10 week).

VI. Planning a campaign for the study of gainful occupations (11-12-13).

A. What are the occupations that we shall study.

B. What will be our source of written and verbal material.

C. Selection of committees to secure information.

(Syllabus on Vocational Guidance
—Teeter)

VII. How to Study—Kornhauser (14th to 18th week).

VIII. Optional (19-20 week).

IX. Report on Committees on Vocations and the completion of this data from all the eleventh grade sections. This offers some very valuable data and a source of material for the class the next year. 21st to 25th week.)

Twelfth Grade Outline of Home Room Activity

I. Our Faculty-Pupil Organizations (1-2 week).

II. Organization of the Class and Home Room (3-4 week).

III. Suggestions for carrying out of Student Drive (4th week).

IV. Student Drive (6-7 week).

V. A Senior and His School (5th wk.)

- a. What is often the attitude.
- b. What should be the attitude.
- c. What can we do about it.

VI. Optional (8-9-10 week).

VII. Am I going to College (11th to 16th week).

A. Ways used by Colleges to select Freshmen. (Subject matter).

- 1. Examination. (Psychological).
- 2. Certificate—by accrediting association.
- 3. Accrediting Associations.
 - a. Middle States and Maryland.
 - b. Regents.
 - c. North Central.
 - d. College Examining Board.

B. What method does my college choose?

C. What are the entrance requirements for colleges of my choice and for the degrees sought.

- 1. If I don't meet these requirements, what concessions does the college make.

- 2. Sources of information.

D. Making your application to the College.

VIII. Optional (17-18 week).

IX. Planning the trip to the plant (19-20 week).

A. Major operations which will be observed.

- 1. What is being done.
- 2. How is it being done?
- 3. Why is it being done.

(For this use the outline which we may be able to get from the company.)

X. Checking up on what was seen on the Plant Trip (21-22 week).

A. Again let us use the outlines, this time viewed as an experience to which much personal observation may be added.

XI. Class Business.

SOME FACTS RELATIVE TO THE EXTENT OF REORGANIZATION ON JUNIOR HIGH BASIS

W. H. BRISTOW, STATE DEPARTMENT OF EDUCATION, HARRISBURG, PA.

It is difficult to make an accurate evaluation of the extent to which reorganization of the junior high school basis has progressed. This is due in a large measure to the fact that reports in many states have not as yet been adapted to furnish information relating to the junior high school.

The reports of the Bureau of Education furnish the most reliable data on the extent of reorganization. In Bulletin No. 33, 1927 Statistics of Public High Schools 1925-1926, we find the following:

"Because of the various definitions of a junior high school, it is not definitely known how many have been in existence at different times. Briggs shows that 1, 2, or 3 junior high schools were being organized each year from about 1900 to 1910. From 1910 to 1928 the rate increased to about 70 per year. The Bureau of Education received reports in 1918 from 557 so-called junior high schools, and in 1920 from 883. Many of these, however, were junior departments of junior-senior organizations, and no attempt was made to compile data from junior high schools organized separately. In 1922, reports were received from 367 junior high schools which had separate organizations, in 1924 from 704, and in 1926 from 1,109, of which number 27 are for colored pupils. In 1926 the three-year junior high schools numbered 846, of which number 17 are for colored pupils. Reports were received from 185 two-year junior high schools, of which number two are for colored pupils. Likewise there were 78 four-year junior high schools, 8 being for colored pupils only.

"No separate statistics were tabulated for junior-senior high schools until in 1922. In 1920, the senior portion

of a junior-senior high school organized on the 2-4 plan was included with the regular high schools. In 1922, reports were received from 1,088 junior-senior high schools, and in 1924 from 1,316. In 1926, reports were received from 1,949 junior-senior high schools, of which number 53 are for colored pupils. The number of these schools organized for six years of work is 1,797, and for five years of work, 152."

The Bureau of Education uses the term, "reorganized high school" to denote various types of junior, junior-senior, and senior high schools as distinguished from the traditional or regular organization.

According to data furnished the Bureau in 1925-26, there were enrolled in "reorganized" public high schools in the United States 1,539,021 pupils. There were 3,526 reorganized schools which reported. There were in all public secondary schools, during the same year, 3,751,073. According to these data, approximately 41 per cent of all pupils were enrolled in reorganized schools.

It is difficult to determine the number of pupils attending high school organizations who have an opportunity to participate in a real junior high school program. Many states have published a list of classified or accredited junior high schools. When this is done, minimum standards must be set up. Those developed for Pennsylvania indicate the trend in standards of organization and administration. Pennsylvania standards, briefly states, include:

1. Satisfactory building, library, laboratory, equipment and supplies.

2. An approved plan of organization and program of studies which
 - a. Articulates elementary and secondary education.
 - b. Provides opportunity for exploration in the field of practical arts and such other fields as can profitably be offered.
 - c. Provides a definite guidance program.
 - d. Provides for a social activity program in home room, club, and assembly work.
 - e. Provides for promotion by subject with coaching or remedial instruction.
3. Satisfactory instruction, with emphasis on directed learning.
4. Approved professional and supervisory program.
5. Properly prepared and certified teachers.
6. A satisfactory pupil and teacher load.
7. Records and reports needed for personal work, for evaluating instructional and administrative techniques and devices, and for the general use of the school.

There is, as yet, no generally widely accepted standard for junior high school organizations. This is probably as it should be. The fact that we have 6.3.3, 6.4, 5.3.3 and 6.3.2 organizations indicates that the junior high school frequently must adapt itself, at least in the initial stages, to varying local conditions. Experimentation is essential to the life of the junior high school movement. There are at least fifteen different types of organization to be found. From these varying types, however, certain facts stand out:

1. The predominant type of organization for the city is the 6-3-3 plan.
2. The 6-6 and 6-3 and 6-4 plans appear to be predominant for small school situations.
3. Experimental data is needed to determine the relative merits of the 6-4-2 plan (especially in connection

with a junior college) and the 6-3-3 plan and other type plans of organization.

A questionnaire was sent to all state superintendents on August 10, 1928, asking for certain data relative to reorganization in each state. Data was requested for the school year 1927-1928, with regard to junior and junior-senior high schools. Many superintendents replied that data with reference to secondary education were not tabulated to furnish accurate information on reorganized school, i. e., junior, junior-senior and senior high schools. An attempt has been made in the following lists to indicate in some measure the extent of reorganization in each state. Three sources have been used:

1. The questionnaire—asking for data concerning three and four year junior high schools and six year junior-senior high schools.
2. State educational directories for 1927-28.
3. Bulletin No. 33, 1927, of the Department of the Interior, Bureau of Education.

The key used in the lists indicates the source of information.

Alabama (3)—Alabama has adopted the junior high school plan of organization as a state plan, and is rapidly reorganizing on that basis. Of the 221 high schools reporting to the United States Bureau of Education in 1925-26, 167 were classified as reorganized schools. Definite standards have been set up for junior high schools.

Arizona (3)—Thirteen of the 42 high schools reporting to the Bureau were classed as reorganized schools.

Arkansas (3)—Fifty-two of the 255 schools reporting were reorganized schools.

California (1)—Number of three year junior high schools, 124; four

year junior high schools, 4, average enrollment, 713, number separate, 73; with elementary school, 15; with senior high school, 41. Total secondary school enrollment 272,000. Number in junior-senior high school organizations 131,233.

Colorado (3)—Seventy-eight of the 193 schools reporting are recorded as reorganized schools.

Connecticut (2)—The Connecticut Educational Directory lists three junior high schools and forty-six junior-senior high schools. There are 101 secondary schools in the State.

Delaware (1)—Five schools are listed as junior-senior high schools.

District of Columbia (1)—Eleven junior high schools, and 18 secondary schools in the district.

Florida (1)—Reorganization has been widely effected in Florida. Of 229 secondary schools, 59 are junior high schools, 60 junior-senior high schools, and 8 senior high schools. The total enrollment in secondary schools for 1927-28 was 52,250, of which number 37,492 were in reorganized schools.

Georgia (3)—Thirty-four of the 324 schools reporting to the United States Bureau listed as reorganized schools.

Idaho (1)—Total number secondary schools, 147; number of junior-senior high schools, 7.

Illinois (1)—Due to legal limitations, the junior high school as it is known in most other states has not progressed rapidly. There are many departmentalized organizations in the State, but few three year junior high schools.

Indiana (1)—Number of three year junior high schools, 19; six year high schools 258; three year senior high schools 22. Total enrollment 124,449; number in reorganized schools 43,396.

Iowa (3)—One hundred and seventy-

two of 953 schools reported as reorganized schools.

Kansas (1)—Fifty-one junior high schools; 32 junior-senior high schools. Total enrollment 77,300; enrollment in reorganized schools 27,400.

Kentucky (3)—Forty-five of the 558 schools reported as reorganized schools.

Louisiana (3)—Nine of 253 schools reporting to United States Bureau reported as reorganized schools.

New Mexico (3)—Of the 100 schools reported, 11 are reorganized schools.

New York (1)—Seventy-four junior high schools; 36 junior-senior high schools; 25 senior high schools.

North Carolina (2)—Number of junior high schools, 26.

North Dakota (1)—Six junior high schools; 1 junior-senior high school; 4 senior high schools.

Ohio (1)—One hundred and eleven junior high schools; 253 junior-senior high schools.

Oklahoma (2)—Number of junior and junior-senior high schools reported in directory, 112.

Oregon (1)—Fifteen junior-senior high schools; 15 senior high schools.

Pennsylvania—Of 1173 high schools in the State, 113 are classified as junior high schools, 98 as junior-senior high schools, 33 as senior high schools. There are approximately 75 schools with preparatory organizations. Total secondary school enrollment is 342,938, and the number in 6-6 and 6-3-3 organization, 175,493.

Maine (1)—Number of junior high schools, 22.

Maryland (1)—Baltimore City has 13 junior high schools and 2 junior-senior high schools. Reorganization

outside of Baltimore is just beginning.

Massachusetts (2)—Number of junior high schools listed in directory, 159. The junior high school situation in Massachusetts, with reference to the small junior high school, is discussed in Spaulding's "The Small Junior High School," Harvard University Press.

Michigan (1)—Number of junior high schools, 132; number of junior-senior high schools, 27; number of senior high schools, 98. Total secondary school enrollment, 77,300; number in junior high schools, 27,400.

Minnesota (2)—Number junior high schools, 63.

Missouri (2)—Number of junior and senior-junior high schools, 53. Missouri courses of study and programs have recently been revised on the junior-senior high school basis.

Montana (2)—Number of junior high schools, 16.

Nebraska (1)—Twenty-five junior high schools; 5 junior-senior high schools.

New Hampshire (1)—Six junior high schools; 20 junior-senior; 2 senior. Total secondary school enrollment 19,770; number in reorganized schools, 6,559.

New Jersey (1)—Forty-two junior high schools; one junior-senior; 37 senior. Total secondary school enrollment 110,260; in reorganized schools, 28,659.

Rhode Island (1)—Seven junior high schools; 5 senior high schools.

South Carolina (3)—Five reorganized schools reported to the United States Bureau in 1925-26.

South Dakota (1)—Four junior high schools; one junior-senior high school.

Tennessee (1)—Junior high school not recognized by law.

Texas (2)—Number junior high schools, 38.

Utah (1)—Fifteen junior high schools; 11 junior-senior high schools; 6 senior high schools.

Vermont (2)—Number junior high schools, 49.

Virginia (2)—Number junior high schools, 16.

West Virginia (1)—Eighty-eight junior high schools; 72 junior-senior high schools; 13 senior high schools. Total secondary school enrollment 57,363; number in reorganized schools, 25,759. Many preparatory organizations.

Wisconsin (1)—Fifty junior high schools; 34 junior-senior high schools; 33 senior high schools. Total secondary enrollment 98,973; number in reorganized schools, 29,440.

Wyoming (1)—Nine junior high schools; 13 junior-senior high schools; 1 senior high school.

Such data as are available indicate that state and local school authorities are developing junior high schools almost as rapidly as local conditions permit. Approximately 50 per cent of the junior high school organizations now operating are located in communities with less than 2500 population, indicating that the junior high school is past the "city movement" stage and, consequently, well on its way in reshaping educational content, materials and procedures for the early adolescent.

This, and previous studies, indicate the necessity of organization of state reports so that comparable data can be secured with relation to secondary education. That the problem of reorganization is a live one is indicated by the number of states now developing suggested standards of organization for the junior high school.

Bulletin No. 26, 1927, Department of the Interior, United States Bureau of Education—See page 16.

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